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# USING THE GAME AS ONE OF THE METHODS TO INCREASE THE EFFECTIVENESS OF A FOREIGN LANGUAGE LESSON

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The article is devoted to the usage of the game method in language learning, which ensures the effectiveness of foreign language lessons. The modern stage of development of education is characterized by an intensive search for something new in teaching foreign languages. It is no longer enough to own the baggage of the sum of knowledge, skills and abilities. Properly organized games evoke and support students' interest in learning a foreign language. Anticipating the joy of the game, the students are happy to study foreign language lessons. When an interesting game is held, students have a desire to study, memorize a foreign language, practically master it. These are some of the keys to dealing with student passivity. For everyone, especially those lagging behind, game is an incentive to master the language.

**Key words:** play method, unprepared and prepared speech, situational speech, speech exercises, exciting lesson, student activity.

#### 1. Introduction

The lesson of a foreign language, to a greater extent than the lesson of another subject, is the leading means of teaching, since only within the walls of the school, and above all in the lesson, the student gets the opportunity to use the language as a means of communication. Teaching oral communicative, unprepared and prepared speech is one of the main practical goals of teaching a foreign language in secondary school. In modern practice of teaching foreign languages, oral speech takes an important place. The attention of teachers is directed to mastering the method and techniques of teaching oral speech, monologue, dialogical and situational speech. The question of speech exercises that ensure the development of the ability to use the accumulated language material in a speech situation is seriously raised. Along with the development of situational speech exercises, it seems necessary to improve the prepared exercises, which can also be given a situational character. The desire to create conditions in the lesson that imitate the natural environment of verbal communication leads to the dismemberment of the problems of dialogical and monologue oral speech and, on the other hand, the perception of the interlocutor's speech. Foreign language teachers strive to make these exercises diverse, lively, try to provide a good topic for teaching lessons, and involve the maximum number of students in the work. Much attention is paid to the use of visualization. Singing, studying poems, all kinds of competitions and games take a big place in the lesson. Psychological and age characteristics of students force teachers to diversify the types of work in the lesson to the maximum. With monotonous methods of work in the lesson, children quickly get tired, their attention becomes unstable, and students cease to perceive the material. Therefore, the game should become one of the methods of teaching a foreign language. The learning capabilities of games have been known for a long time. Many outstanding teachers rightly paid attention to the effectiveness of using games in the learning process.

#### 2. Main part

Famous teachers of the Renaissance paid great attention to games in foreign language classes. Also, the greatest teacher of the past A. Komensky drew attention to the importance of using games in teaching foreign languages, and later N.K. Krupskaya wrote: "Games in a foreign language are extremely important and useful. They help natural language learning." K.D. Ushinsky wrote in his work "A pedagogical trip to Switzerland": "In a minor school they do not study, they play, but, while playing, they develop and learn." And this is understandable. In play, the abilities of a person, of a child in particular, are manifested especially fully and sometimes unexpectedly. For children, the game is, first of all, an exciting activity. Everyone is equal in the game. It is feasible even for the weak.

Moreover, a student with a weak language background may become the first in the game; resourcefulness and ingenuity are sometimes more important than knowledge of the subject. A sense of equality, an atmosphere of enthusiasm and joy, a sense of the feasibility of a task - all this allows children to overcome shyness that prevents them from freely using words of a foreign language in speech, and has a beneficial effect on learning outcomes. Imperceptibly assimilated by linguistic material, and with this a feeling of satisfaction arises. The game should be viewed as an exercise, where the opportunity for multiple repetition of a speech pattern is created. This is a good tool for enhancing vocabulary, grammar, pronunciation processing.

Consequently, in the early stages of the development of learning, it is necessary to conduct more games in order to teach a foreign language, gradually reducing their number from class to class. When choosing games for different degrees of learning, it is necessary to conduct more games for the purpose of teaching a foreign language, gradually reducing their number. When choosing games for different levels of education, it is necessary to take into account the age characteristics of students. This is due to the fact that such games require a good command of a fairly extensive language material. When can I start using the game?

- a) When students have mastered the minimum language material that allows them to play. Not all types of games are possible to apply from the very beginning of teaching a foreign language.
- b) The game can be used when the teacher knows all the students in the class by name and face. c) You can start using games when discipline is established in the class.

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d) It is most expedient to introduce new forms of work in order to maintain students' interest in learning a foreign language. From the first lessons, the teacher widely uses visualization: cards with letters, transcription signs, pictures, individual objects.

But gradually all this becomes commonplace, and interest begins to fall. It is at this time that you need to start using games. Of course, it is inappropriate to conduct whole lessons in the form of a game. In the lesson, you can set aside for playing from 25 minutes to 3-5 minutes. The question arises, how often can you use games in the classroom? - Games, as the methods of teaching a foreign language say: it is inappropriate to use in all lessons. Otherwise, they get used to the game and its effectiveness decreases, and in the end, students begin to break discipline, because the continuous use of games leads to a pattern in the teacher's work. However, you can use the games from time to time in a series of successive lessons. But experience suggests that the frequency of changes in games depends not only on the degree of instruction, but also on the composition and level of knowledge of the class, on the state of discipline and the teacher's ability to master it.

What is the place of the game in the lessons? The place of the game in the lesson depends, firstly, on the nature of the game itself. Animated games are best done at the end of the lesson, since after them the usual forms of work seem boring to students. Secondly, the place of the game in the lesson depends on its pedagogical purposefulness.

Can the game be used at the very beginning of the lesson? Experience shows that it can. In particular, many teachers conduct a game of the student's "translator" at the beginning of the lesson. True, the possibilities of using the game at this stage of the lesson are enormous. The game is hardly used during the explanation, as the students are tired and see the game as an excuse to relax. There is a connection between the use of games in the lesson and during extracurricular activities. It all depends on the teacher. Some teachers conduct separate games in the classroom, and then use them in the lesson. There are games that are held specifically for the purpose of developing skills and abilities: a) reminders; b) speaking; c) at the same time understanding speaking.

Here are some examples of such games:

- a) games that are conducted for the purpose of teaching the understanding of oral speech include, for example, listening to classics (cassettes) in parts, followed by a story of the content (in a native or foreign language);
- b) in order to develop the speaking skill, a pre-prepared dialogue of three pairs of students (from each row by pair) is practiced with the identification of the winner row;
- c) a number of games conducted with the aim of developing the skills and abilities of oral speech, contributes to learning, both understanding and speaking.

As the material accumulates, the games become more difficult. From composing individual sentences, students move on to a coherent story, then to independently composing a story on a specific topic, etc. Experience has shown that all types of games can be used to teach oral speech. The game can be conducted as a separate form of work.

However, it becomes more effective if it is combined with various types of visualization and especially with technical means. In particular, at the initial stage of training in order to develop the skills and abilities of oral speech, you can conduct a game: "Visiting a lesson by aliens" or "uneducated tourist". The teacher pre-records on the cassette (aliens, tourists), and leaves large intervals after each question. The language material used in games can be organized around any lexical or grammatical material specially allocated by the teacher. You should not get carried away with the game as a way to expand the vocabulary of students. From all of the above, it follows that the game can be successfully applied in English lessons as one of the valuable means of developing all types of skills and abilities of speaking in a foreign language and, along the way, teaching all aspects of language knowledge for practical purposes.

Games, especially those with a pronounced element of play, cause exceptional student activity. However, the task of the teacher is to direct the activity of students in the right direction to achieve the set goal. It is necessary not to slow down the pace of the lesson, but to pay due attention to correcting language errors, requiring students to be extremely attentive to the language. Educational games in foreign language lessons. As we know, educational games in the classroom and extracurricular activities contribute to the implementation of important methodological tasks:

- creating psychological readiness of children for verbal communication; - ensuring the natural need for multiple repetition of language material;

-training students in choosing the desired speech option.

### 3. Conclusion

So, we can say the experience of teachers and the observation of games in a foreign language and schools led to the following conclusions: The game can be used not only during extracurricular activities, but also in foreign language lessons. Correctly, selected games are held with invariable success not only at the primary and secondary level, but also at the senior level of foreign language learning. However, it should be recognized that the older the student, the less inclined he is to play and the more he gravitates towards serious independent work.

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